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ABSTRACT

Preparation for Parenthood is a city-wide program designed for the purpose of: (1) decreasing the complication of pregnancy for school-age girls due to poor nutrition and poor prenatal care, and consequently reducing infant mortality, mental retardation, and birth defects; and (2) enabling the girls to continue their educational ambitions, thus enhancing their prospective attainment of social goals. Any pregnant girl residing in the Waco Independent School District is eligible for admission by providing a signed statement from a medical doctor that she is pregnant and signed approval by a parent to attend the special classes. This paper is an outline of the program evaluation plan which is intended to assess the project's effectiveness in the following areas: (1) promoting continuance in school, (2) improving the outcome of pregnancy, and (3) reducing the number of subsequent pregnancies. A comparison with control groups will provide the measure of effectiveness. The evaluation design will lend itself to direct and continuous feedback to the program and enable programmatic changes during the academic year. The continuous feedback from such a design will permit changes in the program to be made at the end of each semester rather than waiting until the end of the year. (RWP)

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PREPARATION FOR PARENTHOOD

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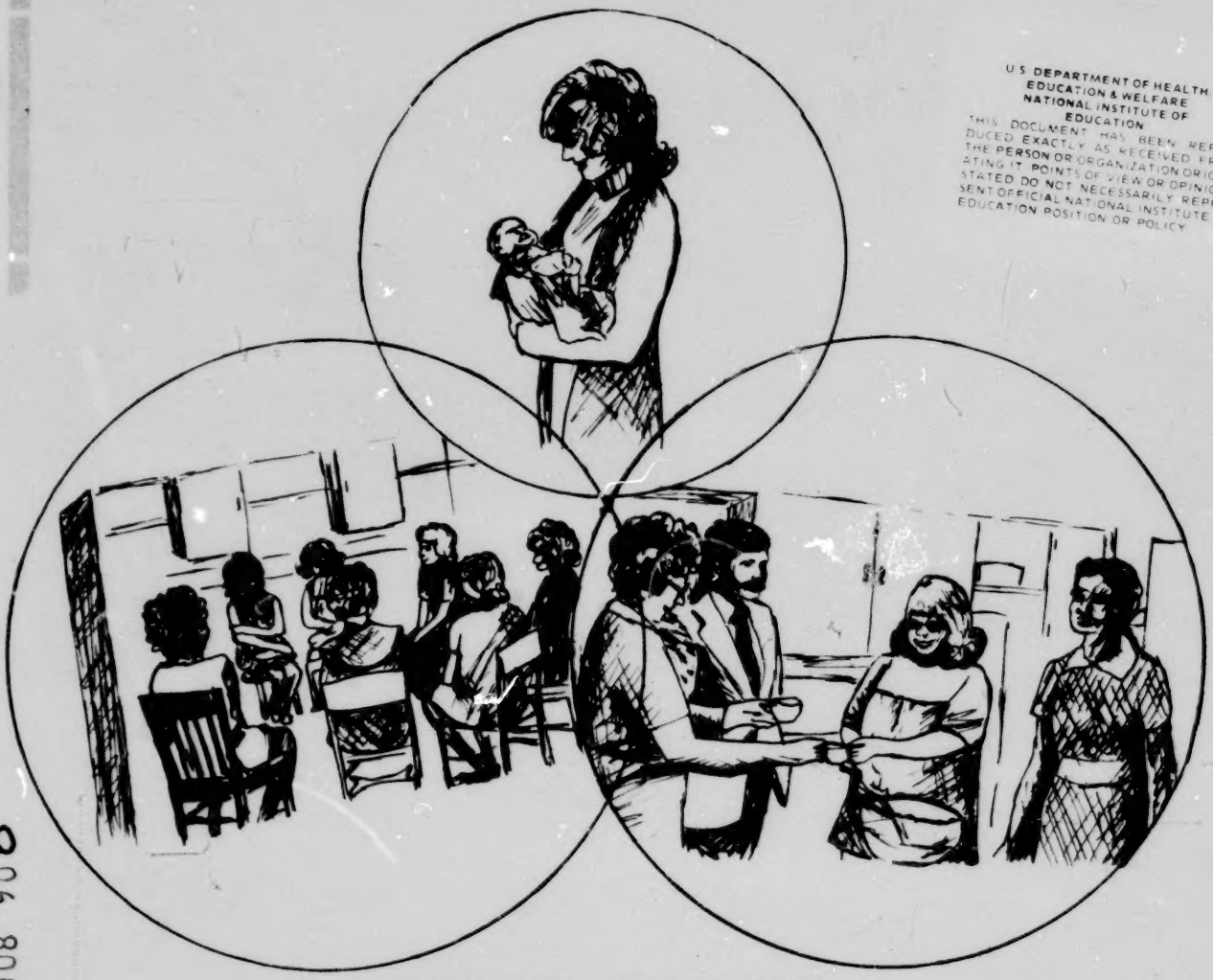

PRENATAL CONTINUING EDUCATION
EVALUATION

BY
MICHAEL E. BLACKMON

A NATIONAL INSTITUTE OF HEALTH PROJECT

WACO, TEXAS

1972-1973

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WACO INDEPENDENT SCHOOL DISTRICT

PREPARATION FOR PARENTHOOD

PROGRAM EVALUATION

Prepared by

Michael E. Blackmon

Waco, Texas

1972-1973

PROGRAM EVALUATION
1972 - 1973

"Preparation for Parenthood" was a city-wide program designed for the purpose of: (1) decreasing the complication of pregnancy for school age girls due to poor nutrition and poor prenatal care and consequently reducing the infant mortality, mental retardation, and birth defects; and (2) enabling the girls to continue their educational ambitions, thus enhancing their prospective attainment of social goals.

Any pregnant girl residing in the Waco Independent School District was eligible for admission by providing a signed statement from a medical doctor that she was pregnant and an approval to attend the special classes signed by one of her parents. Registration was possible the first school day of each week after these two forms were received.

In the Waco, Texas, Model City area there are 4400 girls between the ages of twelve and eighteen. It is estimated, from data gathered, that approximately 200 girls (.05%) became pregnant during the past year. During the last school year, 1971-1972, over 100 pregnancies were reported to the Visiting Teacher Service and Office of Social Services of the Waco Independent School District. This school year the program assisted a total of 95 girls.

In almost all of the cases the pregnancy significantly disrupts the girl's educational and social progress. In the Model Neighborhood we find a high incidence of complications due to poor nutrition and lack of medical care.

Pregnancy is the largest known cause of dropouts among secondary school girls in Waco. Withdrawal from school frustrates a girl's educational future and plans and greatly affects her earning power. Pregnant school age girls present the greatest problems. They have a greater proportion of premature babies and low weight babies. They are less likely to marry and are more likely to have repeated pregnancies out of wedlock.

A student received the same number of credits toward graduation that she would receive in any other school program, and she was able to return to her appropriate school at the next logical interval after the birth of the baby.

Students who were unable to continue their education after the birth of the baby were assisted in securing employment in the community through one of the three Vocational Adjustment Coordinators assigned to the staff.

The Visiting Teacher Service assisted those who needed any of the resources available in the community such as Family Counseling and Children Services and Planned Parenthood. Parents were informed about these services and were invited to attend the sessions also.

The services of the Preparation for Parenthood project raised the standard of health and education, developed social well-being, and provided employment opportunities for all eligible girls in the (MNA) Model Neighborhood Area.

The Preparation for Parenthood program designated the following (15) objectives as the most important and the activities throughout the academic year were designed to obtain these objectives.

1. To enable 100 pregnant teenagers in the Waco Model City area to continue their education by providing an adequate program and facilities in a school setting away from the regular school program.

2. To provide a program for girls to set goals for their own life after delivery and help prepare them for employment where it is feasible.

3. To develop a program of medical supervision and genetic counseling during pregnancy to reduce the risk of birth defects.

4. To decrease complications of pregnancy due to youthfulness of mothers.

5. To intervene into the cycle of poverty with a concern to secure for every baby the best chance for normal development.

6. To provide consistent and proper nutrition during pregnancy to prevent low weight babies.

7. To provide the setting for development of homemaking and child care skills in family day care centers for infants.

8. To reduce the probability of the birth of a retarded child by providing medical and social services for teenage pregnancies.

9. To improve the self-image of the pregnant girl and to establish a more positive image within the Waco community toward these girls.

10. To provide a counseling program for the fathers responsible for the pregnancies of unmarried girls.

11. To coordinate existing services in the Waco community with the proposed "Preparation for Parenthood" project.

12. To provide legal counseling that will give the girls all the alternatives involved in the decision to place the baby for adoption.

13. To provide psychiatric counseling for (1) resolving feelings toward marriage, adoption, and family misunderstanding, and (2) for increasing self-respect and prevent further rebellion.

14. To provide opportunity to gain a realistic concept of the demands of of the business world through publication of a weekly newspaper.

15. To develop a program for the married girl as well as the unwed girl who has similar needs but possibly different goals for life.

The Preparation for Parenthood program is fortunate to have an excellent and well qualified staff to see that each objective is reached to its fullest potential.

Staff and Qualifications

Director	Mr. Charles Thornal, BA, MS
Supervisor	Miss Dorothy Hall, BS, MS
Special Education Director	Mrs. Della Whatley, BA, MA
Secretary	Mrs. Ethel Lott
Social Studies and Business	Mrs. Etta Ferguson, BS, MS
English	Mrs. Evelyn Gage, BA, MS
Homemaking	Mrs. Mary V. Jones, BS
Health	Mrs. Mary M. Peterson, BA
Medical Social Coordinator	Mrs. Frances Thomas, BS, RN
Nutritional Aide	Mrs. Mildred Littlejohn
Instructional Aide	Mrs. Janice Oliver

PROJECT STAFF

Project Director:

Mr. Charles Thornal devotes 30% of his time in administrative functions of the Preparation for Parenthood project. These duties include staff selections, site preparation, budget accounting, and other necessary coordinating activities. He is currently coordinator of all Model Cities Programs contracted by the Waco Independent School District. These programs include: Computer Assisted Instruction, Carver Park Community Educational Center, General School Health, School Lunch Program, and Professional Growth and Development. The CAI program will continue to occupy one-third of his time, and all other current programs one-third.

Mr. Thornal has a Masters Degree in Educational Administration from Baylor University and holds both elementary and secondary Texas teaching certificates. He is also a certified counselor and supervisor, and he is currently working toward the Ed.D. Degree from Texas A & M University.

Mr. Thornal serves as president of the Heart of Texas Auxiliary of the Edna Gladney Home in Fort Worth, Texas, a maternity home that provides continuing education for pregnant girls. He and his wife hold periodic counseling sessions with the girls and have recently adopted a child from the home.

Project Supervisor:

Miss Dorothy Hall coordinates the entire project with special direction of the educational component. She holds a college degree and is certified both in elementary and secondary education. Her subject majors include English, language arts, and homemaking. Her present assignment for the project includes Educational and Vocational Coordinator and teacher in the areas of clothing design and construction, home management, child growth and development, foods and nutrition, food preparation, and budgeting.

Special Education Director:

Mrs. Della Whatley was responsible for initiating this project in the Waco Independent School District during the 1970-1971 school year. Her present assignment is Director of Special Education for the Waco Independent School District. She functions on a consulting basis to the program and assists in all areas of curriculum design.

Social/Medical Coordinator:

Mrs. H. D. Thomas is the social-medical coordinator during the 1971-1972 school year, and she will continue in this position for 1972-73. She is an R.N. with the Bachelor of Science degree in nursing from Baylor University. She was head nurse in an obstetrical department for nine years with experience in newborn nursery and labor and delivery sections.

Mrs. Thomas was the nurse for Planned Parenthood for two years and school nurse for the Waco Independent School District for two years. Recently she taught nursing at the local McLennan Community College.

Currently she is nurse and health teacher for the Prenatal Continuing Education program in the Waco schools.

The duties of this staff member include general nursing supervision of the students' health, prenatal care directly or by referral to community facilities, and health education.

Teacher-Commercial Studies-Foreign Language:

The third person of the current staff is Mrs. Etta Ferguson. She taught foreign language, typing, shorthand, office practice, and art. With the addition of other instructional staff, Mrs. Ferguson concentrates on the vocational subjects for girls such as typing, shorthand, bookkeeping, and office practice, as well as directs an individualized lab approach to the study of foreign languages. She also conducts local field trips for the girls.

Other Teachers

Other classroom teachers have been selected for the project who are qualified in one or more of the following subject areas: English-language arts, social studies, mathematics, science, general business education, foreign languages, and home economics-family living. In addition to competence in the subject areas, the teachers are selected on the basis of personal qualities consistent with the special needs of the girls enrolled. All classroom teachers are women.

The teaching task is complicated by having to instruct students who are concerned about pregnancy while pursuing school studies. For this reason, teacher selection is very important because they play a key role in helping the girls to see that continuing in school is important despite major changes in their lives.

The choice of a formative evaluation plan for use in the Preparation for Parenthood program lent itself toward continuous feedback during the academic year and both minor and major changes were made accordingly. The changes will be discussed in the appropriate areas throughout the evaluation.

The summary that was designed to be written every three months, to include a review of all data and changes made accordingly did not prove effective. Since it is difficult to schedule problems and areas that need change it was aviddly decided that the repitiveness of the summary was a waste of time and did not in any way enhance the program or the final evaluation. This summary was primarily designed to describe changes or problems due to the tests and interviews administered. Since the tests were pre-tested and carefully selected in the summer of 1972 they proved to create no problems during the year. The data collected from the tests were compared, but, again the problems that arose were of an individual nature and not due to the program or the instruments used to gather data.

It was seen through the continuous feedback from the tests that some of the students had severe problems in many areas of both a social and attitudinal nature. This did not reflect on the program of the instruments, but, on existing factors among the individuals upon enrollment.

The evaluation plan submitted and accepted in the summer of 1972 was designed and written in an outline form for reasons of facilitation of comparisons and grouping of similar information. The outline form proved to be an excellent one and will be consigned to the following evaluation in strict adherence to the original plan.

I. Program Description

A. Components

1. Contextual: It is evident that no program could exist without the cooperation of the community in its entirity. The following information will exemplify Waco in many areas of both a social and educational nature.

a. Schools in the Waco Independent District

Parochial

Reicher Catholic High School
St. Alban's Episcopal School
St. Francis Church Hall
St. Joseph's Convent
St. Louis Elementary School
St. Mark Lutheran School
St. Mary's School
St. Paul's Episcopal School
Trinity Christian School
Trinity Lutheran School

Private

None

Public - Waco Independent School District

Alta Vista Elementary
Bell's Hill Elementary

Brook Avenue Elementary
Carver Park Education Center
Cedar Ridge Elementary
Crestview Elementary
Dean Highland Elementary
G. L. Wiley School
Gurley Elementary
Hillcrest Elementary
J. H. Hines Elementary
Jefferson-Moore High School
Jefferson Special School
Kendrick Elementary
Kirk-Wilson Elementary
Lake Air Junior High
Lake Waco Elementary
Meadow Brook Elementary
Mountainview Elementary
Nalley Elementary
North Junior High School
North Waco Elementary
Oakwood Elementary
Parkdale Elementary
Provident Heights Elementary
R. L. Smith Elementary
Richfield High School
Sanger Avenue Elementary
South Junior High School
South Waco Elementary
Studio Media
Sul Ross Elementary
Tennyson Junior High School
Viking Hills Elementary
Waco High School

b. Industry in the district to include type and work force. The number to the right of the name of the industry designates the number of employees. The following scale may be used for reference.

Number (Indicator)	Number of Employees
5	100-249
6	250-499
7	500-999
8	1000-4999
9	5000-over

Alamo Steel and Machine Company - 5
Baird's, Mrs. Bakeries - 5
Cameron, Wm., and Company - 7
Celtic Mobile Homes - 5
Central Texas Iron Works - 6
Clifton Manufacturing Company, Inc. - 5
Fab-Knit Athletic Manufacturing Company - 5
Fleetwood Homes of Texas, Inc. - 5
General Tire and Rubber Company - 8
Gulf States Paper Corporation - 5
Ideal Aluminum Metal Products Division, Ideal Co. Division - 5
Ideal Qualitybilt Woodwork Co. - 5
Krafcor Corporation - 5
Lacy Feed Company - 6
Library Binding - 5
Marathon Battery Co. - 7
Mosley Machinery Co., Inc. - 5
Owens Illinois, Inc. - 9
Plantation Foods, Inc. - 6
Pure Milk and Ice Cream Co. - 5
Rainbo Baking Co. - 5
Rich-Knit Athletic Mfg. Co. - 5
Richardson Homes Corp. - 5
Sams, L. L. and Sons - 5
Smith, Frank and Sons - 5
Sturdisteel Co. - 6
Success Motivation Institute - 6
Swift and Company - 5
Texas Coffin Co. - 5
Universal Atlas Cement Co. - 5
Vantran Electric Corp. - 5
Waco Apparel, Inc. - 6
Waco Tribune-Herald - 6
Wolf Mfg. Co. - 6
Wood, J. M. Mfg. Co., Inc. - 8
Word, Inc. - 5

c. Schools of Higher Education (what schools are available in the area, including technical training)

Baylor Universtiy
Durham Business College
Four-C Business College
McLennan Community College
Paul Quinn College
Texas State Technical Institute

d. Income

This is the total number of families in Waco that fall into a particular income bracket. There are a total of 23.865 families in the Waco Independent School District.

FAMILY INCOME

Under $3,000	3,429
$3,000 to $5,999	5,334
$6,000 to $9,999	6,841
$10,000 to $24,999	7,575
$25,000 or more	686
Median Income	$7,857
Mean Income	$8.974

The effectiveness of programs is greatly enhanced by the coorporation of the existing community agencies. No program can function to potential without this assistance. This below list of agencies denotes the wide variety of available outside help and also the amount of annual visits to or from that agency during the past year. Part of the agencies listed have offered their complete cooporation, but, for obvious reasons were not needed during the year. (Ex: The Waco Police Department). It is also possible for some agencies to be visited more than once by the same student; for that reason some of the totals may surpass the number of girls in the program.

Cooporating Community Agencies	Number of Referrals
1. Waco Home and Family Center	1
2. Hillcrest Hospital	84

Cooperating Community Agencies	Number of Referrals
3. Planned Parenthood	16
4. Family Social Work Project	2
5. Central Texas Dental Society	2
6. Heart Clinic	0
7. City County Health Unit	21
8. Community Health Clinic	56
9. Mobile Health Clinic	3
10. Family Counseling and Children's Service Center	10
11. The National Dairy Council	0
12. American Heart Association	0
13. National March of Dimes	0
14. Mental Health Association Center	0
15. Help Is Possible	0
16. Waco Police Department	0
17. County Welfare	14
18. State Welfare	18
19. Health Department	109
20. Waco Clinical and Pathology Lab	3
21. Eaton's Hearing Aid Service	1
22. Social Security	1

Conferences - Personal or Telephone

1. Hillcrest Hospital	14
2. Relatives (sisters-in-law, mothers, fathers, and sisters)	123

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particular diet during pregnancy. In this kitchen the girls are given an opportunity each day to prepare lunch for the entire student body, under the guidnace of one of the staff members. There is a nursery to teach them the many particulars on child care and health. To coincide with the nursery there is employed a full-time nurse (R.N.) to assist in this area and work with the girls. There is a sewing center with more than ample machines to teach the girls how to sew and make blankets, clothes, and other apparal for themselves and their expectant children. There is a cosmotology center to instruct the girls on personal hygene and fashion. This area is also designed to instill in the girls some pride in cleanliness and how they appear to others. Incorporated into these many areas is an academic schedule held by excellent teachers and aided by three terminals from the Computer Assisted Instruction Program in the Waco Public Schools.

The attitudes of the students toward this program are excellent, it gives training in areas where they need it most, so a positive attitude is expected.

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Occupation Breakdown	
Total employed 16 years and over	36,563
Professional, technical, and kindred	5,858
Health workers	1,333
Teachers, elementary and secondary	1,349
Managers and administrative, not farm	3,616
Salaried	2,846
Self-employed in retail trade	373
Sales workers	2,953
Retail Trade	1,555
Clerical and kindred workers	6,855
Craftsmen, foremen, and kindred workers	4,188
Construction Craftsmen	1,129
Mechanics and repairmen	1,077
Operatives, not transport	3,924
Transport equipment operatives	1,245
Laborers, except farm	1,437
Farm Workers	195
Service Workers	5,146
Cleaning and food	2,751
Protective	384
Personal and health	1,583
Private household workers	1,146

Industry	
Total employed, 16 years and over	36,563
Construction	2,092
Manufacturing	6,365
Durable goods	2,782
Transportation	855
Communications, utilities and sanitary	1,151
Wholesale trade	1,803
Retail Trade	6,500
Finance, insurance and real estate	2,069
Business and repair service	1,038
Personal service	2,543
Health service	2,747
Education service	4,750
Other professional and related services	2,047
Public Administration	1,966
Other industries	637

Class of Worker	
Private wage and salary workers	27,858
Government workers	6,130
Local government workers	2,554
Self-employed workers	2,487
Unpaid family workers	88

j. There is no available information concerning the percent or population in each religious affiliation.

k. The following information is in regards to educational achievement in the Waco Independent School District. This information was taken from the census bureau and pertains to only those persons twenty-five (25) years and over.

Number of Years Completed	Number of People
No Education	1000
Elementary 1-4 years	2752
5-7 years	6476
8 years	4309
High school 1-3 years	13,101
4 years	12,535
College 1-3 years	6071
4 years or more	6621

Median School - age years completed - 11.7

Percentage high school graduates - 47.7

II. Attitudes of Teens

A. Initial Background Interview

This interview was designed to give basic information concerning the girls present environment, to include family size and

financial situation and opinions toward each. It also gives information concerning the students past, specifically in the areas of work (vocational) experience and/or training, education, and sexual attitudes. The hypothesis behind such an interview was to gain pertinent information that would facilitate the planning of topics and areas of discussion in the 1973-74 school year that may help the students and enhance their propective future. There are some aspects of the interview that proved to be unworthy of special attention in this evaluation--those particular questions will be deleted or altered in the coming year. The below information will exemplify the positive nature of such a interview and the need for its continuance. All data was collected in group form according to ethnic group, marital status and age depending on the subject matter of each question.

There were some students who knew nothing of their parents, and there were others who dropped from the program before the initial interview was given, for these reasons the following information will not always correspond with the total student population for the year or even the totals for each sub-part of the interview.

The data was obtained from a total of seventy-seven (77) interviews from the following ethnic groups:

Black	White	Chicano
55	18	4

1. Fathers

a. The following students have a father

Black	White	Chicano
40	17	4

b. The following students do not know their fathers or do not have one

Black	White	Chicano
15	1	0

c. The following students have a father at home

Black	White	Chicano
13	10	1

d. The following students have a father that lives elsewhere

Black	White	Chicano
10	5	3

e. The following students have parents that are divorced

Black	White	Chicano
6	2	1

f. The following students have parents that are separated

Black	White	Chicano
11	2	1

g. The following students have a father that is employed

Black	White	Chicano
23	11	2

2. Mothers

a. The following students have a mother

Black	White	Chicano
50	18	4

b. The following students do not know their mothers or do not have one

Black	White	Chicano
5	0	0

c. The following students have a mother at home

Black	White	Chicano
24	14	2

d. The following students have a mother that lives elsewhere

Black	White	Chicano
10	5	3

e. The following students have parents that are divorced

Black	White	Chicano
6	2	1

f. The following students have parents that are separated

Black	White	Chicano
11	2	2

g. The following students have a mother that is employed

Black	White	Chicano
28	7	3

3. Brother(s) Average number of brothers in each family

Black	White	Chicano
2.181	1.125	2.250

4. Sister(s) Average number of sisters in each family

Black	White	Chicano
2.690	1.166	1.615

5. Average size of families to include only brothers and sisters and not including the students themselves.

Black	White	Chicano
4.781	2.000	4.000

6. The following is the types of employment experienced by the students and the number employed in each particular type.

Type	Number of students
Work in a restaurant	6
Babysitting	8
Planned Parenthood (office work)	3
Office work	1
Nurse's Aide	2
Pianist for Church	1
Cook	1
Cleaning up at Hotel,	1
Waitress	7
Cashier	2
With Children at summer program	7
Paper Route	1
Maid	2
Sing in clubs	1
Receptionist	1

7. The below information pertains to the students' attitudes concerning a prerequisite for pre-marital relations. The students have different value systems, therefore they have different prerequisites for a sexual relationship. The interview indicated that there were only four (4) different responses to this question, and they were as follows: (1) love, (2) like boy, (3) marriage, and (4) know each other. The data is given by ethnic group.

	Black	White	Chicano
Love	19	11	2
Like Boy	9	2	1
Marriage	5	2	1
Know each other	21	3	1

8. The following data gives the average age for each ethnic group when sexual intercourse was first experienced.

Black	White	Chicano
14.69	16.11	15.00

9. The average number of different males by ethnic group in which sexual intercourse was experienced is listed below.

Black	White	Chicano
1.60	1.82	1.25

10. The next questions pertain to whether or not the student wanted to or wanted not to get pregnant. Three responses were received - yes, no, and didn't care.

	Black	White	Chicano
Yes	16	5	1
No	37	11	2
Didn't care	2	2	1

11. Whether or not the pregnancy resulted from lack of protection or not is the topic of the following information

	Black	White	Chicano
Yes	38	12	2
No	17	6	2

Yes - It did result from lack of protection

No - It did not result from lack of protection

68% (.675) of the students pregnancies did result from lack of protection.

12. The following information is concerned with 'why' the student experienced sexual relations the first time. There proved to be more varied responses to this question than was expected.

	Black	White	Chicano
Love	31	10	3
Forced	1	4	0
Peer Pressure	1	0	0
Excitement	1	1	0
New Experience	21	1	0
To Be Closer	0	2	1

13. The following information pertains to whether or not the students were familiar with any birth control procedures or not.

	Black	White	Chicano
Yes	40	15	4
No	15	3	0

77% (.766) of the students were familiar with at least one birth control procedure, yet 68% of the pregnancies resulted from lack of protection.

14. The average age of menarche among the students is listed below - by ethnic groups.

		Black	White	Chicano
Average age in years	(Mean)	12.31	12.11	11.75
	(Mode)	12.0	12.0	12.0

This data was collected in whole years, not months to date.

B. Monthly Interview

The monthly interview presented some problems during the first part of the year due to its repititious design. The students reacted negatively toward its administration and the attitudes toward the interview grew worse after the third month. The students commented that the intervals of administration were too frequent and their attitudes and opinions were the "same as last month." It is felt that the initial background interview

at the beginning of the program and the postnatal interview after delivery are more effective for gathering data. For these reasons the monthly interview was dropped from the program this year and will not be used in the future. Any questions in the monthly interview that seem necessary are relevant to the effectiveness of the program will be incorporated in the initial or postnatal interviews.

C. Attitudinal Scales

The scales administered during the year were the:

(1) PARI
(2) Self Report Inventory
(3) Self Esteem Scale
(4) Acceptance of others

The scales were administered to each student upon entering and deporting from the program. The scales proved to be excellent determines of attitudes and opinions of the students.

All scales were also administered to the Control Group, which was the McLennan County Homebound Program for Pregnant Girls.

The analysis of the data gathered from these scales in progress, but at this time is not complete.

The data collected contained numerous possible comparisons and cross-comparisons to include: ethnic groups, age, marital status, and family background. The control of so many variables and the

number of scales and sub-scales used made in mandatory that a computer be used in the final analysis. The computer available in the 1972-73 program was one supplied by Waco Model Cities Funds and paid in full by same. In May of this year Model Cities began to withdraw funds from the Waco Independent School District and this withdrawal included the money budgeted for the computer to be used in the analysis of the data for the Preparation for Parenthood Program. It was initially planned that the money withdrawn would pay for the use of the computer through the summer, thus bridging the gap between the two school years. (Fall 72 thru Fall 73) When the money was withdrawn the computer was also and on June 30 of this year the computer was returned to the leasing company. Due to the design of the evaluation and the bulk of scales and interviews that are administered at the end of the school year the final analysis of the data was only partially complete.

A consortium has been established to finance the return use of this computer in the 1973-74 school year and the delivery date is expected the first week in October. At this time the analysis of the remaining data will be completed and a supplement will be printed to show only a quantative type evaluation. This supplement will contain a matched comparison of data with the control group on all scales.

III. Projects Effectiveness in Promoting Continuance in School

A. Sixty-five students returned to school after delivery.

B. After leaving the program ten students remained in school to graduate with their class. Only one student who was scheduled to graduate the following semester dropped from school. She had severe emotional problems.

C. There were a total of ninety-five students in the program during the school year and only five of the students dropped; one of which moved out of state and another that was mentally retarded and unable to adjust since we do not have facilities or staff for mentally retarded students.

D. Fifteen of students graduated from high school in the program

E. There was only one student who did not return to the school she was attending before joining the program. She was an elementary student.

IV. Effectiveness in Improving Outcome of Pregnancy

The following chart pertains to the number of low-weight babies and information about the child and its mother. Any child five pounds, 8 ounces and below was considered low weight. There were a total of eleven low weight babies born into the program. The mothers were affiliated with the program an average of two months and twenty-two days. It is apparent that in this short time no noticeable improvement can be made in the mothers condition. Only four of the eleven mothers carried the child full-term, so the seven premature babies added to

the low-weight problem. The mothers who had low-weight babies averaged five months pregnant whey they joined the program and seven and one-half (7.5) months pregnant when the child was born.

LOW WEIGHT BABIES

Student Number	Weight Pounds	Ounces	Sex of Child	Race	Martial Status of Mother	Months Preg. When Joining Program	Months Preg. When Child Was Born
107	4	11	F	Black	Single	5	7
124	2	0 (Stillborn)	F	Black	Single	5	6
126	5	0	M	Black	Single	8	8
127	4	1	F	Black	Single	4	7
143	4	11	F	White	Single	5	9
147	5	7	M	Chicano	Single	7	9
149	5	1	M	Black	Single	4	7
162	5	7	M	Black	Single	6	9
163	5	0	F	Black	Single	5	9
164	4	10	M	Black	Single	4	9
192	3	1 (Survived 3 hours)	M	Black	Single	5	7

AVERAGE WEIGHT OF BABIES

BLACK (ALL) - 6 lbs. 7 ozs.
BLACK (SINGLE) - 6 lbs. 5 ozs.
BLACK (MARRIED)- 7 lbs. 10 ozs.

WHITE (ALL) - 7 lbs. 6 ozs.
WHITE (SINGLE) - 6 lbs. 14 ozs.
WHITE (MARRIED) - 7 lbs. 14 ozs.

CHICANO (ALL) - 6 lbs. 1 oz.
CHICANO (SINGLE) - 5 lbs. 14 ozs.
CHICANO (MARRIED) - 6 lbs. 6 ozs.

V. Projects Effectiveness in Reducing Subsequent Pregnancies

There were four (4) students in the 1972-73 school year who returned to the program for the second time.

It is evident that even though birth control procedures are discussed in the program and devices are available to the students, it is not effective.

The initial background interview did not disclose any relevant information concerning why the students might be in the program again.

Birth control is a subject that is given special attention in the program. The social-medical coordinator meets individually with the girls twice a year to discuss birth control procedures, as well as being available anytime for further help in this area. Planned Parenthood visits the program four times a year and introduces birth control procedures through the use of discussion, films, and demonstration of devices.

The required subject of health instruction also includes the subject of birth control and is mentioned periodically throughout the year. The professional counselors assigned to the program from an outside agency also include birth control in their sessions. The program director and staff agree that birth control is an important phase of the program as well as being a main objective.

VI. Post Program Assessment

A. Post Natal Interview

1. The majority of the students were extremely happy to have a program such as Preparation for Parenthood. They all seem to realize that this program enables them to continue their education and at the same time learn essential information in the areas of prenatal health and infant care. There are those rebellious students who will not adapt to any academic situation and unfortunately the program had a few of those.

2. The general consesus from the students concerning what they enjoyed least about the program was the food and what they enjoyed most was the non-academic studies, such as health, sewing, art, and cosmetology. Both their likes and dislikes were anticipated by the staff.

3. Most of the students felt the experience of actual delivery was fully anticipated. There were a few students who felt that things happened that they weren't prepared for. Examples:
   (a) Pain - this was the greatest area that wasn't anticipated.
   (b) Convulsions
   (c) Stitches afterward
   (d) C-Section

4. Child Care - All the new mothers seemed to benefit from the Health and child care instruction in the program, particularly realizing its importance after the birth of their children.

5. Education - The majority of the girls planned on returning to school after delivery but, the problem of what to do with the baby during the day was causing some emotional problems among the girls.

6. Vocation - None of the students actually altered their vocational goals after the birth of their children; although some of them realized that now attainment of their goals would be much more difficult and in some cases impossible.

B. Staff Interviews

The Staff Interview proved to be a very informative instrument, but the information gathered suggested no possible change in the program design. All the staff were satisfied with their particular responsibilities and spoke of how rewarding it was to work with this particular type of program. The attitude of the program is extremely positive and is evidenced through conscientiousness of the teachers.

The teachers had a few ideas how to increase the effectiveness of the program but their suggestions required either more funds, or a larger staff, both impossibilities.

The interviews suggested that there were no problems that actually inhibited the program, only suggestions to make it better.

C. Program Director's Assessment

1. Unusual Problems - None

2. New Problems - It became necessary to design a workable plan whereby the interview-testing program could be accomplished. Several methods were used and it was found that the most realistic plan was to us only one staff member. She developed her own plan and schedules and it proved more helpful in securing evaluation data.

3. Success of program - As our program has grown we have established better communication between all Waco schools. School counselors have been informed of all phases of our program through regular written communications.

Regular newspaper and television coverage has kept the public informed of our services.

Baylor University, Paul Quinn College, and McLennan Junior College, have invited the supervisor to talk to their classes and describe the Preparation for Parenthood program.

Seventy-five teachers, supervisors, and administrators from the Fort Worth, Texas area visited our program to learn how we were meeting the needs of the pregnant teenager.

The supervisor was able to attend the following conferences:
The National Conference Council for Exceptional Children - Dallas Texas.

The National Conference-Council for Exceptional Children and American Vocational Association for Career Education - New Orleans, Lousiana

Texas State Conference - Special Needs of School Age Parents - Dallas, Texas

State Convention - Council for Exceptional Children - San Antonio, Texas

Individualized instruction with flexible scheduling enabled us to better meet the needs of the students. Class sizes were usually small and teachers and students were involved in group discussions where interest and maturity levels contributed to useful interchanges.

The teachers were able to function in many roles. They were instructing students who were concerned about pregnancy whild pursuing school studies. Because of this, however, they played a key role in helping the girls keep alive the idea that continuing in school was important despite serious changes in their lives.

The teachers were able to maintain relaxed classroom atmosphere and took considerable time in listening to the girls. They were, in a sense, sounding boards.

Learning was made more meaningful and lasting by inclusion of special activities - reports, skits, publishing a weekly newspaper, displays, exhibits, fashion shows, and parties.

The students were encouraged to develop attitudes and skills useful in their prospective mothering roles. Through home economics courses they learned about home management, food preparation, and clothing construction.

Because of the special nature of our school, the home economics teacher worked especially closely with the nutritionist and the nurse, as well as the students, in stressing the kinds of diets recommended for the girls by their physicians. One of our greatest accomplishments was being able to serve a high protein, low sodium lunch every day to all girls at no expense to them.

Because our health instruction was broad in scope, we were able to have organized, pertinent material for use in the teaching areas of health, physiology, parenthood, prenatal and postnatal care, infant care, and child growth and development. The material was selected with the idea in mind that it could be used to meet the needs of girls with varying educational, environmental, economic and ethnic backgrounds. Age and maturity levels were factors in selection of materials. This particular course is required of every student who enters our program. It is a very useful, as well as,popular course.

Our health program has been very effective because the major function of our registered nurse has been the general nursing supervision of the student's health. Through her efforts all girls received health screening tests, continuous health care by a physician, daily health guidance and counseling in the form of information, advice and reassurance. She was most helpful in explaining the extent and limitations of available community resources.

We were able to have professional social workers meet with the girls weekly at school. They held large and small group discussions in an effort to resolve some of the girls immediate problems and help them plan for the future. We were also able to use the services of Planned Parenthood.

4. Future Changes or Plans. Additional curriculum offerings in biology and career education have been planned for the coming year.

   A guide for child growth and development instruction have been written and plans are to involve the girls with children in our early childhood programs, visitations, observations, and interaction with children. (A copy of the program Guiding Young Children is available upon request.)

5. Opinion of the program's growth and the necessity for the Waco Independent School District and why.

ENROLLMENT INCREASE
1970-71

First Semester	32
Second Semester	39
Summer School	16
Total	87

1971-72

First Semester	51
Second Semester	40
Summer School	12
Total	103

1972-73

First Semester	52
Second Semester	42
Summer School	21
Total	115

The above enrollment figures show the growth and necessity for the Preparation for Parenthood Program in the Waco Independent School District.

We are now beginning the 1973-74 year and our enrollment has reached 37 in our first week of school.

BREAKDOWN: Race - Age - Martial Status

BLACK	WHITE	CHICANO	TOTAL
69	20	6	95

Married - 21 Single - 74

		Mean ($\bar{X}$) Age		
Married Black	8	17.6	16.7	
Single Black	21	15.9		
Married White	12	17.4	17.4	16.7
Single White	8	17.4		
Married Chicano	1	16.2	15.11	
Single Chicano	5	15.7		

All Married 17 $\bar{X}$ Age

All Single 16.2 $\bar{X}$ Age

Mean Age of Blacks	16.7
Mean Age of Whites	17.4
Mean Age of Chicanos	15.11
Mean Age of all girls	16.7

Preparation for Parenthood Information

Girl	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000092	15	Black	10	University Jr.	Returned to Univ. High at fall term	Single	Boy - July 20, 1972 Health Good
000093	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Boy - Nov. 3, 1972 Health Good
000094	15	Black	11	Richfield	Returned to Richfield in fall after delivery	Single	Baby Adopted
000095	15	Black	11	Jeff-Moore	Returned to Jeff-Moore at fall term	Single	Girl - June 20, 1972 Health Good
000096	15	White	11	University High	Returned to University at fall term	Single	Girl - August 14, 1972 Health Good
00097	16	Black	11	Jeff-Moore	Had second child, did not return to school	Married	Boy - July 16, 1972 Health Good
000098	16	Black	12	Jeff-Moore	Returned to Jeff-Moore at fall term	Single	Girl - October 3, 1972 Health Good
000099	16	White	12	University High	Returned to University High at mid-term	Married	Girl - Oct. 13, 1972 Health Good
000100	17	Black	12	Jeff-Moore	Returned to Jeff-Moore at fall term	Single	Girl - August 15, 1972 Health Good
000101	15	Black	12	Waco High	Returned to Waco High end of first six weeks	Single	Boy - Sept. 2, 1972 Juandice one week in hospital cause unknown
000102	17	Black	12	Denver, Colo.	Returned to Jeff-Moore at fall term	Single	Girl - May 25, 1972 Health Good
000103	16	Black	12	Richfield	Returned to Richfield at fall term	Single	Boy - August 18, 1972 Stillborn
000104	15	Black	9	G. L. Wiley Jr.	Returned to Wiley Jr. at mid-term	Single	Girl - Oct. 18. 1972 Health Good
000105	14	Black	9	South Jr. High	Returned to South Jr. at mid-term	Single	Boy - Oct. 29, 1972 Health Good
000106	16	Black	10	G. L. Wiley Jr.	Returned to Waco High at mid-term	Single	Boy - Dec. 1, 1972 Health Good
000107	15	Black	10	Tennyson Jr.	Returned to Richfield at mid-term	Single	Girl - Nov. 15, 1972 2 1/2 mts. premature weight 4-11
000108	16	White	11	Richfield High	Returned to Richfield at mid-term	married	Boy - Nov. 9, 1972 Health Good
00109	16	Chicano	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Oct. 10, 1972 Health Good

Preparation for Parenthood Information

GIRL	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000110	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Married	Boy - Oct. 28, 1972 Health Good
000111	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Oct. 4, 1972 Health Good
000112	17	Black	12	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Jan. 14, 1972 Health Good
000113	18	Black	12	Clovis, N. Mex.	Returned to Jeff-Moore at mid-term	Single	Boy - Oct. 28, 1972 Health Good
000114	17	Black	12	Jeff-Moore	Returned to Jeff-Moore at mid-term	Married	Boy - Nov. 1, 1972 Health Good
000115	16	Black	12	Richfield	Dropped at mid-term	Married	Has not delivered
000116	17	White	12	Richfield	Graduated High School Prep. for Parenthood	Married	Boy - Jan. 23, 1972 Health Good
000117	15	Black	10	South Jr.	Returned to Jeff-Moore first six weeks	Married	Boy - Sept. 10, 1972 Health Good
000118	16	Black	10	G. L. Wiley Jr.	Returned to Jeff-Moore ist six weeks-sec. sem.	Single	Girl - Jan. 26, 1973 Health Good
000119	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Boy - Nov. 4, 1972 Health Good
000120	17	Black	12	Richfield	Returned to Richfield at mid-term	Married	Boy - Sept. 9, 1972 Health Good
000121	16	Black	10	Richfield	Returned to Richfield at mid-term	Married	Boy - Jan. 9, 1973 Health Good
000122	17	Black	12	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Boy - Dec. 8, 1972 Health Good
000123	17	Black	12	Richfield	Returned to Richfield at mid-term	Single	Girl - Jan. 22, 1973 Health Good
000124	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Oct. 14, 1972 Stillborn-3 mts. prematur
000125	14	Black	8	West Jr.	Completed year at Prep. for Parenthood	Single	Girl - Feb. 5, 1973 Health Good
000126	16	Black	11	Jeff-Moore	Returned to Jeff-Moore end of first six weeks	Single	Boy - Sept. 8, 1973 Premature one mth.
000127	15	Black	10	Jeff Moore	Returned to Jeff Moore at mid-term	Single	Girl - Dec. 11, 1972 2 mth. premature. expire
000128	17	White	12	University High	Graduated high school Prep. for Parenthood	Married	Boy - Feb. 28 , 1972 Health Good
000129	16	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Boy - Dec. 22, 1972 Health Good

Preparation for Parenthood Information

GIRL	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000130	15	Black	9	G. L. Wiley Jr	Completed year at Prep for Parenthood	Single	Girl - Feb. 22, 1973 Health Good
000131	19	Black	11	Jeff-Moore	Returned to Jeff-Moore at mid-term	Married	Boy - Nov. 22, 1972 Health Good
000132	14	Black	10	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Dec. 22, 1972 Health Good
000133	17	Black	12	Jeff-Moore	Returned to Jeff-Moore at mid-term	Single	Girl - Jan. 14, 1973 Health Good
000134	16	Black	10	Waco High	Dropped mid-term	Single	Dropped
000135	15	Black	9	Lake Air Jr.	Returned to Lake Air 1st six weeks of sec. sem.	Single	Boy - Jan. 24, 1973 Health Good
000136	15	White	10	Waco High	Completed year at Prep. for Parenthood	Single	Boy - March 31, 1973 Health Good
000137	16	White	11	Waco High	Returned to Waco High at mid-term	Single	Baby Adopted
000138	16	Chicano	11	Waco High	Completed year at Prep. for Parenthood	Single	Twin girls - Mar. 8, 1973 Health Good
000139	13	Black	6	Dean-Highland Elem.	Returned to J. H. Hines at mid-term	Single	Girl - Nov. 18, 1972 Health Good
000140	16	White	11	University High	Completed year at Prep.. for Parenthood	Married	Girl - Feb. 15, 1973 Health Good
000141	14	Chicano	9	University Jr.	Dropped 1st sem.	Single	Dropped
000142	14	Black	8	West Jr.	Completed year at Prep. for Parenthood	Single	Boy - Feb. 4, 1973 Health Good
000143	17	White	12	Meridian Tx	Graduated high school Prep. for Parenthood	Single	Adopted
000144	17	Black	12	Jeff-Moore	Completed year at Prep for Parenthood	Single	Boy - March 23, 1973 Health Good
000145	13	Black	8	G. L. Wiley Jr.	Completed year at Prep for Parenthood	Single	Girl - March 13, 1973 Health Good
000146	17	Black	12	Richfield	Graduated high school Preparation for Parent.	Married	Boy - Apr. 29, 1973 Health Good
000147	16	Chicano	10	Richfield	Returned to Richfield at mid-term	Single	Boy - Jan. 1, 1973 Health - 1 mt. premature
000148	16	Black	10	Richfield	Completed year at Prep. for Parenthood	Single	Girl - Feb. 23, 1973 Health Good
000149	15	Black	9	University Jr.	Completed year at Prep. for Parenthood	Single	Boy - Feb. 23, 1973 Health - 2 mt. premature
000150	16	Black	11	Jeff-Moore	Completed year at Prep. for Parenthood	Single	Girl - Feb. 7, 1973 Health - Good

Preparation for Parenthood Information

GIRL	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000151	15	Black	10	Jeff-Moore	Completed year at Prep for Parenthood	Single	Boy - March 22, 1973 Health Good
000152	14	Black	8	G. L. Wiley Jr.	Returned mid-term Wiley Jr.	Single	Boy - March 7, 1973 Health Good
000153	15	Black	10	Jeff-Moore	Completed year at Prep. for Parenthood	Single	Girl - June 14, 1973 Health Good
000154	16	White	11	Waco High	Completed year at Prep. for Parenthood	Married	Boy - Apr. 20, 1973 Health Good
000155	16	White	11	Richfield	Completed year at Prep. for Parenthood	Married	Boy Health Good
000156	17	White	12	Richfield	Graduated high school Prep. for Parenthood	Single	Girl - July 10, 1973 Health Good
000157	17	Black	12	Waco High	Graduated high school Prep. for Parenthood	Single	Girl - Mar. 1, 1973 Health Good
000159	14	Black	9	G. L. Wiley Jr.	Completed year at Prep. for Parenthood	Single	Boy - Feb. 24, 1973 Health Good
000160	16	Black	10	Jeff-Moore	Completed year at Prep. for Parenthood	Single	Girl - April 20, 1973 Health Good
000161	15	Black	10	Jeff-Moore	Completed year at Prep. for Parenthood	Married	Girl - May 20, 1973 Health Good
000162	17	Black	12	Richfield	Graduated Richfield High School	Single	Boy - Aprl. 11, 1973 1 mth. premature
000163	15	Black	10	Richfield	Completed year at Prep. for Parenthood	Single	Girl - June 7, 1973 1 mth. premature. exp.
000164	16	Black	10	Jeff-Moore	Completed year at Prep. for Parenthood	Single	Boy - June 3, 1973 1 mth. premature
000165	17	Black	11	Jeff-Moore	Dropped	Married	Dropped
000166	14	Black	9	South Jr.	Completed year at Prep. for Parenthood	Single	Girl - July 24, 1973 Health Good
000167	16	White	10	Waco High	Completed year at Prep. for Parenthood	Married	Boy - June 16, 1973 Health Good
000168	16	Black	8	Bi.Co. Deaf Sch.	Completed year at Prep. for Parenthood	Single	Boy - Apr. 5, 1973 Health Good
000169	17	Black	12	Richfield	Graduated Richfield High School	Single	Boy - June 17, 1973 Health Good
000170	16	Black	11	Richfield	Completed year at Prep. for Parenthood	Single	Girl - Aprl. 11, 1973 Health Good
000171	16	Black	11	Richfield	Completed year at Prep. for Parenthood	Single	Girl - July 29, 1973 Health Good

Preparation for Parenthood Information

GIRL	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000172	13	Black	9	West Jr.	Completed year at Prep. for Parenthood	Single	Girl - Aug. 27, 1973 Health Good
000173	14	White	8	West Jr.	Completed year at Prep. for Parenthood	Single	Has not delivered
000174	16	Black	11	Richfield	Completed year at Prep. for Parenthood	Single	Girl - May 23, 1973 Health Good
000175	18	White	12	Richfield	Graduated Richfield High School	Married	Girl - Sept. 3, 1973 Health Good
000176	15	Black	8	Madison Jr. Dallas, Texas	Completed year at Prep. for Parenthood	Single	Boy - May 30, 1973 Health-Brain damaged
000177	15	Black	10	Richfield	Completed year at Prep. for Parenthood	Married	Boy - July 27, 1973 Health Good
000178	16	White	11	Richfield	Dropped 1st six wks of sec. sem.	Single	Dropped
000179	17	Black	11	University High	Completed year at Prep. for Parenthood	Single	Has not delivered
000180	13	Chicano	7	South Jr.	Dropped 2nd six weeks of sec. sem.	Single	Dropped
000181	17	White	12	Richfield	Completed year at Prep. for Parenthood	Married	Boy - March 30, 1973 Health Good
000182	17	White	12	Richfield	Graduated Richfield High School	Single	Adopted
000183	13	Black	8	G. L. Wiley Jr.	Completed year at Prep. for Parenthood	Single	Girl - July 2, 1973 Health Good
000184	16	Black	10	Richfield	Completed year at Prep. for Parenthood	Single	Boy - June 6, 1973 Health Good
000185	16	White	11	Waco High	Dropped 2nd six weeks sec. sem.	Single	Dropped
000186	15	Black	10	Bi. Co. School for Deaf	Completed year at Prep. for Parenthood	Single	Has not delivered
000187	17	White	12	University High	Graduated University High School	Married	Has not delivered
000188	18	Black	12	Jeff-Moore	Graduated Jeff-Moore High School	Married	Has not delivered
000189	16	Chicano	11	Jeff-Moore	Completed year at Prep. for Parenthood	Single	del. out of town unknown
000190	13	Black	8	G. L. Wiley Jr.	Completed year at Prep. for Parenthood	Single	Has not delivered

Preparation for Parenthood Information

GIRL	AGE	RACE	GRADE	SCHOOL	SCHOOL STATUS	MARTIAL STATUS	BABY INFORMATION
000191	17	Black	12	Richfield	Graduated Richfield High School	Single	Girl - May 28, 1973 Health Good
000192	13	Black	8	West Jr.	Completed year at Prep. for Parenthood	Single	Boy - June 8, 1973 premature (expired)
000193	19	White	12	Waco High	Graduated Waco High	Married	Has not delivered
000194	16	Black	10	Jeff-Moore	Completed year at Prep. for Parenthood	Single	Boy - May 23, 1973 Health Good
000195	14	Black	9	Tennyson Jr.	Completed year at Prep. for Parenthood	Single	Boy - Aug. 25, 1973 Health Good

WACO INDEPENDENT SCHOOL DISTRICT

PREPARATION FOR PARENTHOOD

EVALUATION PLAN

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Prepared by

Michael E. Blackmon

A Model Cities Project

Waco, Texas

1972-1973

EVALUATION PLAN

"Preparation for Parenthood" is a city-wide program designed for the purpose of: (1) decreasing the complication of pregnancy for school age girls due to poor nutrition and poor prenatal care and consequently reducing the infant mortality, mental retardation, and birth defects; and (2) enabling the girls to continue their educational ambitions, thus enhancing their prospective attainment of social goals.

Any pregnant girl residing in the Waco Independent School District is eligible for admission by providing a signed statement from a medical doctor that she is pregnant and approval to attend the special classes signed by one of her parents. Registration is possible the first school day of each week after these two forms are received.

In the Waco, Texas, Model City area there are 4400 girls between the ages of twelve and eighteen. It is estimated, from data gathered, that approximately 200 girls (.05%) will become pregnant during the coming year. During the last school year, 1971-1972, over 100 pregnancies were reported to the Visiting Teacher Service and Office of Social Services of the Waco Independent School District.

In almost all of the cases the pregnancy significantly disrupts the girl's educational and social progress. In the Model Neighborhood we find a higher incidence of complications due to poor nutrition and lack of medical

care. It has proved feasible to provide a program to decrease the complications of pregnancy and consequently reduce infant mortality, mental retardation, birth defects, etc.

Pregnancy is the largest known cause of dropouts among secondary school girls in Waco. Withdrawal from school frustrates a girl's educational future and plans and greatly affects her earning power. Pregnant school age girls present the greatest problems. They have a greater proportion of premature babies and low weight babies. They are less likely to marry and are more likely to have repeated pregnancies out of wedlock.

A student will receive the same number of credits toward graduation that she would receive in any other school program, and she is able to return to her appropriate school at the next logical interval after the birth of the baby.

Students who are unable to continue their education after the birth of the baby will be assisted in securing employment in the community through one of the three Vocational Adjustment Coordinators assigned to the staff.

The services of the Preparation for Parenthood projects will raise the standard of health and education, develop social well-being, and provide employment opportunities for all eligible girls in the (MNA) Model Neighborhood Area.

The choice of a formative evaluation for use in the Preparation for Parenthood Program was due to the developmental aspect of such a program. The design will lend itself to direct and continuous feedback to the program and enable programmatic changes during the academic year. The continuous feedback from such a design will enable changes in the program at the end of each semester rather than waiting until the end of the year. The evaluation design is not a rigid one, in that if change is necessary (as supported by data) it can be accommodated.

A summary of the formative evaluation data will be written every three months. This summary will include a review of all available data, and from the data an inference will be made as to any necessary changes to enhance the effectiveness of the program.

The data collected will be measured by process of comparison with a control group. Computerized analysis of the data will not be used, due to sample size and availability of sophisticated devices. Comparisons will also be made in reference to the Waco universe in the following areas: (1) birth rate, (2) birth weight, and (3) average age of mother. This information will be broken down into ethnic groups.

The data obtained through testing devices and interviews will be fed back to the staff of both the experimental and control groups, and necessary changes in the program due to the data collected will be suggested.

The comparison method as a means of analyzing and interpreting data will be restricted to the use of 'measures of dispersion' and 'measures of central tendency.' (mean, media, and mode)

The attitudinal scales (Appendices C-F) will be given both pre- and postnatal, and a comparison will be made after each Monthly Interview (see Appendix B) in order to show any gradual attitudinal changes toward pregnancy itself.

All material administered to the experimental group also will be administered to the control group with the exception of the Staff Interview (see Appendix H). The data collected from both groups will be used to compare the differences between the experimental and the control groups and also to show any changes in either group due to programmatic additions or deletions.

OUTLINE OF EVALUATION PLAN

I. Program Description

A. Components

1. Contextual: Community institutions and relationships
2. Conceptual: Rationales for what is observed in each aspect of the program
3. Programmatic: Program components involving staff and teens
4. Demographic: General information concerning girls, staff, and schedules

II. Attitudes of Teens

A. Initial Background Interview with teens to develop "profile" of target population

B. Monthly Interviews (or questionnaires) to determine program's impact and teens' attitudes toward pregnancy

C. Attitudinal scales on child rearing, self-concept, future plans

1. With matched control group

III. Project's Effectiveness in Promoting Continuance in School with Matched Control Group

A. Number of first year dropouts during second program year

IV. Project's Effectiveness in Improving Outcome of Pregnancy with Matched Control Group

A. In which trimester prenatal care began

B. Medical conditions during pregnancy

C. Premature births and birth weights

D. Fetal and infant deaths

V. Project's Effectiveness in Reducing Subsequent Pregnancies with Matched Control Group

A. Number of first year repeaters during second program year

VI. Post Program Assessment

A. Individualized interview with teens

1. During six week postnatal period

B. Interviews with staff members

C. Program Director's assessment

The Preparation for Parenthood program will strive for attainment of the below listed objectives (15).

1. To enable 100 pregnant teenagers in the Waco Model City area to continue their education by providing an adequate program and facilities in a school setting away from the regular school program.

2. To provide a program for girls to set goals for their own life after delivery and help prepare them for employment where it is feasible.

3. To develop a program of medical supervision and genetic counseling during pregnancy to reduce the risk of birth defects.

4. To decrease complications of pregnancy due to youthfulness of mothers.

5. To intervene into the cycle of poverty with a concern to secure for every baby the best chance for normal development.

6. To provide consistent and proper nutrition during pregnancy to prevent low weight babies.

7. To provide the setting for development of homemaking and child care skills in family day care centers for infants.

8. To reduce the probability of the birth of a retarded child by providing medical and social services for teenage pregnancies.

9. To improve the self-image of the pregnant girl and to establish a more positive image within the Waco community toward these girls.

10. To provide a counseling program for the fathers responsible for pregnancies of unmarried girls.

11. To coordinate existing services in the Waco community with the proposed "Preparation for Parenthood" project.

12. To provide legal counseling that will give the girls all the alternatives involved in the decision to place the baby for adoption.

Objectives (Continued)

13. To provide psychiatric counseling for (1) resolving feelings toward marriage, adoption, and family misunderstandings, and (2) for increasing self-respect and prevent further rebellion.

14. To provide opportunity to gain a realistic concept of the demands of the business world through publication of a weekly newspaper.

15. To develop a program for the married girl as well as the unwed girl who has similar needs but possibly different goals for life.

EVALUATION PLAN

I. Program Description

A. Components

1. Contextual: (Community institutions and relationships)
The contextual aspect of the program description will emphasize a general overview of the Waco Independent School District to include information on the following: (a) schools (both elementary and secondary), (b) industry (types of industry in the area), (c) schools of higher education (what schools are available in the area, including technical training), (d) income (average annual income for each ethnic group; white, black, Chicano), (e) philosophy of the city (this will examine the average life style of a family in the Waco Independent School District).
The following cooperating community agencies will also be utilized to enhance the effectiveness of the program and attainment of the objectives: (1) Waco Home and Family Center, (2) Hillcrest Hospital, (3) Planned Parenthood, (4) Family Social Work Project, (5) Central Texas Dental Society, (6) Heart Clinic, (7) City County Health Unit, (8) Community Health Clinic, (9) Mobile Health Clinic, (10) Family Counseling and Children's Service Center, (11) The National Dairy Council, (12) American Heart Association, (13) National March of Dimes, (14) Mental Health Association Center, (15) Help Is Possible, (16) Waco Police Department, (17) County Welfare, and (18) State Welfare. The above information will give a general census type survey of the Waco Independent School District and should lend itself toward answering many basic questions.

2. Conceptual: (Rationales)
The conceptual aspect of the plan will examine the attitudes of the girls toward the program and the reasons for their particular attitudes. There will

· Program Description (Continued)

also be an area to cover the weight of the program in its different facets, for example: vocation, education, and health. There will also be data and information recorded through observation by the program evaluator. It is also proposed that there will be periodic conversations with the staff, teens, and their parents in order to gain insight into the area of attitudes or feelings toward the program.

3. Programmatic: (Program components involving staff and teens) The programmatic aspect of the Preparation for Parenthood project will examine each particular program designed and used, and it will also examine the daily routine or basic program designed for all girls involved. There also will be a section to cover all interaction between the girls and the staff, thus enabling a look at the relationships established. The staff or professional persons who are available for counseling will also be noted, as will the time and availability of these persons. The program evaluator will observe the program in as many areas as possible over a two or three day period and the information gained will be used to describe a typical day in the program. These observations will be held monthly. The objectives of the observations are to gain information into the daily routine of the staff, their individual duties, and the time period so designated for each duty.

4. Demographic: The demographic aspect of the evaluation will involve the following areas: (a) the number of girls in the program and the number of births throughout the academic year, (b) the socio-economic status of each girl with a possible breakdown into ethnic groups; this information will be gained through the use of the Initial Background Interview (see Appendix A), (c) the facilities available to the girls, both in the immediate programs and also coordinating agencies, (d) the staffing patterns of the program and any fluctuations of the staff and the reason(s) for same,

Program Description (Continued)

(e) the mechanisms through which staffing decisions are made, (f) the schedules of the girls; this is inclusive of a daily schedule in which each girl participates, and it will also include a yearly schedule to include any curriculum that is designed on a periodic interval, for example: weekly, monthly, semester, and end of year, (g) population (general breakdown of Waco Independent School District by age), (h) ethnic breakdown(what percent of population is in each ethnic group), (i) employment (percent of population presently employed and occupational breakdown into different vocations), (j) religion (what percent of population claims each available religious affiliation), (k) education (what is the mean education level of the Waco Independent School District.)

II. Attitudes of Teens

A. Initial Background Interview

There will be an Initial Background Interview for gathering information necessary for developing a "profile" of the target population (see Appendix A). The interview is designed so as to report information in the following areas: (a) the girl's immediate family, to include age and income of each family member, (b) occupation of family members, (c) school activities and attitudes, (d) vocational goals and/or work experience, (e) attitudes on sexual behavior and experience. The Initial Background Interview will be administered between three and five days after the girl joins the program.

B. Monthly Interview

There will be a Monthly Interview administered to each girl for the purpose of determining the program's impact on the girls and their attitudes toward pregnancy (see Appendix B). The interview is designed to stimulate the girl into forming opinions toward the program, herself, and her personal contact with others.

C. Attitudinal Scales

There will be scales administered to each girl involved in the program in order to measure attitudinal changes during the time of participation. At present, four scales have been selected for use in the 1972-73 program. The scales chosen are the PARI (see Appendix C), the Self Report Inventory (see Appendix D), Acceptance of Others(see Appendix E), and the Self-Esteem Scale (see Appendix F).

Attitudes of Teens (Continued)

The scales will be administered to the girls within the first week after they join the program and again after childbirth, but before returning to school. If they return to the program, then the scale will be administered their first week back.

1. Control Group
   There will be a matched control group for the purpose of comparing differences in attitudinal changes and other data. The control group will be the McLennan County Homebound Program for Pregnant Girls. The program began in January, 1972, and until May of this year reached a total participation of seventeen girls. Mr. Roy Nash, the Director of Federal Programs in McLennan County, said he expects the program to reach an enrollment of twenty-five to thirty girls this coming school year. The control group has agreed to administer all scales and interviews (see Appendices A-G) requested.

III. Project's Effectiveness in Promoting Continuance in School with Matched Control Group

This aspect of the evaluation will examine the percentage of girls who continue their education after delivery and the reasons for their decision to finish or quit.

The following questions will be answered in reference to this area: (a) how many girls returned to school, (b) of the girls who returned to school, how many stayed to graduate, (c) why did they continue their education as opposed to quitting, (d) how many girls dropped out of school, (e) what were the reasons for the girls dropping out of school, (f) if the girl returned to school, did she return to the same school or a different one, and why?

A comparison will be made between the grade point average (gpa) of the girl's last semester in school and her gpa in the program. This comparison is suggested in order to show academic change due to pregnancy.

These are the questions that will be answered in reference to the evaluation of the program's effectiveness in continuing the education of the girls. This information will be compared to that of the control group.

IV. Project's Effectiveness in Improving Outcome of Pregnancy with Matched Control Group

This area of the program evaluation will examine the medical or physiological aspect of the girls, both prenatally and postnatally.

The following questions will be answered in reference to this area: (a) at what month of pregnancy did the girl join the program, (b) did the girl have any unusual or severe health (physical) problems when she joined the program, (c) did the girl sustain any unusual physiological problems due to her pregnancy while she attended the program, (d) were there any premature births and if so, how much premature, (e) how many low weight babies were born into the program, to whom were they born, what was their birth weight, and how long had the mother been affiliated with the program? This information will be compared with that of the control group.

V. Project's Effectiveness in Reducing Subsequent Pregnancies with Matched Control Group

This aspect of the evaluation will pertain to the recidivism rate of the program. The program's effectiveness in reducing or extinguishing recidivists is the main concern.

The total number of recidivists will be recorded and their Initial Background Interview will be given special attention in hope that some trend may be shown in the area of recidivism.

The subject of birth control as it is discussed in the program will also be noted. The amount of time allotted to the subject of birth control procedures and the attitudes of the girls toward the subject will be examined in the evaluation. (The professional counselors in the 1971-1972 program stated that "birth control" was one of the two areas that elicited the most participation from all the girls.) This information will be compared to that of the control group.

VI. Post Program Assessment

A. Individualized interview with teens
A Postnatal Interview will be used to gather information about the girls' feelings toward: (a) the program, (b) what they enjoyed least and most about the program, (c) delivery, (d) child care, (e) educational plans, and (f) vocational goals (see Appendix G). The attitudes of the girls may shift after childbirth. This interview is used to determine if they do change and in what areas. The interview should be administered within six weeks after childbirth.

B. Interview with staff members
A Staff Interview will be used to gather information about the staff members in the following areas: (a) responsibility, (b) participation, (c) attitudes about the program, the other staff members, and the girls, (d) problems or difficulties, (e) areas of satisfaction, and (f) strong and weak points of the program (see Appendix H). The Staff Interview will be used to gain insight into problem areas and thus arrive at a solution for problems that inhibit the program's success.

C. Program Director's assessment
Miss Dorothy Hall, project coordinator, will, at the end of the semester, write an assessment of the program, to include: (a) unusual problems, (b) new problems, (c) success of program, (d) future changes or plans, and (e) opinion of the program's growth and the necessity for the Waco Independent School District and why.

APPENDIX A

INITIAL BACKGROUND INTERVIEW

INITIAL BACKGROUND INTERVIEW

This is an interview, not a questionnaire. It should be administered within three to five days after the girl joins the program. The reason for the time period so designated is to give the girls enough time to adjust to the program, staff, and other participants, but also to gather the necessary information as early as possible.

The interview should be administered by someone with authority, but more important, someone with whom trust or suitable rapport has been established.

The questions below should be answered in detail whenever possible. The interviewer should note the exact response or responses to the questions. For questions that seem to elicit a defensive attitude from the girl, the interviewer should rephrase the question or further discuss the question with the girl to regain her confidence.

It is very important that the interviewer inform the participants as to the importance of their responses and more so to assure them that all information received will be held in strictest confidence. They should also be informed that no names will be used on the interviews, only a six digit computer number for the purpose of gathering and analyzing the data.

If at all possible the interview should be limited to 15-30 minutes and should be administered in a private and comfortable setting.

Student Number_____ Age_____ Race_____

Marital Status_____ Grade_____ Date_____

Month of Pregnancy_____

INITIAL BACKGROUND INTERVIEW

1. Tell me about your family, their names, ages, occupations, and some general information about each.

   a. Father

   b. Mother

   c. Brother (s)

   d. Sister (s)

2. Are there any particular areas of your family relationship that you would like improved or changed? (If so, what and why?)

3. Describe your home life to me. (Description of social environment)

4. Would you try to estimate your total family income for me using the following intervals: $5,000 or below; $5,000 - $7,500; $7,500 - $10,000; $10,000 and above.

5. Have you ever had a job? (If so, what, when, and where?)

6. Do you like to earn money by working? (How does she feel about work?) (How does she feel about money?)

7. Do you think an education is important for a woman? (Why?) (How much education does a woman need?)

8. What was your first reaction to your pregnancy? (What did you do?) (How did you feel about it?)

9. Has pregnancy changed your attitudes toward school? (How?)

10. What do you think is an absolute prerequisite for sexual intercourse?

11. What are your plans for the future?

12. Do you have any vocational goals for life? (What do you want to be?)

13. At what age did you first experience sexual intercourse?

14. Has pregnancy forced you to change your plans for the future? (In what way (s)?)

15. Has school presented any particular problems for you? (Academic problems)

16. Are you happy? (Why happy or unhappy?)

17. With how many men have you experienced sexual intercourse?

18. Is pregnancy influencing your happiness? (How?)

19. Did you want to get pregnant? (Why?)

20. Did your pregnancy result from lack of protection?

21. What was the reason you had sexual intercourse the first time? (Examples: love, forced, peer pressure, excitement, a new experience.)

22. Are you familiar with any birth control procedures? (Which one[s] and how?)

23. How do you feel about premarital sexual intercourse? (Why?)

24. Have your attitudes toward men changed since your pregnancy? (If so, how?)

25. Do you think your pregnancy will change your future attitudes toward sexual intercourse? (How?)

26. At what age did you have your first menstrual period?

27. Would a 100% effective birth control method influence your attitude toward a premarital sexual intercourse? (How?)

28. If some means of birth control were available before pregnancy would you have used it? (Why?)

APPENDIX B

MONTHLY INTERVIEW

Student Number _____ Age _____ Race _____

Marital Status _____ Grade _____ Month _____

Month of Pregnancy _____

MONTHLY INTERVIEW

Please describe briefly something about your pregnancy that happened last month that pleased you very much.

_____

_____

_____

Why did that please you?

_____

_____

_____

What did you do when it happened?

_____

_____

_____

Now describe briefly something about your pregnancy that happened last month that displeased you very much.

_____

_____

_____

Why did that displease you?

_____

_____

_____

What did you do when it happened?

What do you like most about the Preparation for Parenthood Program?

Why do you like that the most?

What do you like least about the Preparation for Parenthood Program?

Why do you like that the least?

Can you think of any phase or part of the program that is not needed and should be dropped?

Why do you think this phase or part of the program is not needed?

Can you think of any important areas that the program does not cover that should be added?

Why do you think this is important enough to be added?

What is the reaction of your friends to your pregnancy?

What is the reaction of your family to your pregnancy?

What is your reaction or feelings toward your pregnancy?

Why do you feel this way toward your pregnancy?

How does your family feel about the availability of the Preparation for Parenthood Program and your participation in the program?

Why do you think they feel this way about the program?

How do you feel about the Preparation for Parenthood Program?

Why do you feel the way you do about the program?

Do you think you have a good relationship with the other girls in the program?

Why do you feel that you do (do not)?

Why do you feel that it is (is not) a good relationship?

Do you feel that you are being helped by the Preparation for Parenthood Program?

Why do you feel that you are (are not) being helped by the Program?

In what particular area do you feel that you are receiving the greatest amount of help?

In what particular area do you feel you are receiving the least amount of help?

Do you feel that you have been accepted by the girls in the program?

Why do you feel that you have (have not) been accepted by the other girls?

Do you feel that you have been accepted by the staff members in the program?

Why do you feel that you have (have not) been accepted by the staff members?

What is the best thing about being pregnant?

What is the worst thing about being pregnant?

APPENDIX C

PARI

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

PARI

A Model Cities Project

Waco, Texas

1972-1973

Name _____ Age _____ School Grade _____

Month of Pregnancy _____ Race _____ Marital Status _____ _____

PARI

I would like to read you a list of statements about raising children. Will you think about your children and indicate how you feel about each statement. You may strongly agree (A), mildly agree (a), mildly disagree (d), or strongly disagree (D). There are no right or wrong answers, so please give me your own opinion. We do need to have all the questions answered. Many of the statements will seem alike but all are useful to show slight differences of opinion.

	A	a	d	D
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	4	3	2	1
2. Some children are just so bad they must be taught to fear adults for their own good.	4	3	2	1
3. Children should realize how much parents have to give up for them.	4	3	2	1
4. A child will be grateful later on for strict training.	4	3	2	1
5. Children will get on any woman's nerves if she has to be with them all day.	4	3	2	1
6. It's best for the child if he never gets started wondering whether his mother's views are right.	4	3	2	1
7. More parents should teach their children to have unquestioning loyalty to them.	4	3	2	1
8. If a mother doesn't go ahead and make rules for the home, the children and husband will get into trouble they don't need to.	4	3	2	1
9. Most children are toilet trained by 15 months of age.	4	3	2	1

	A	a	d	D
10. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	4	3	2	1
11. It is frequently necessary to drive the mischief out of a child before he will behave.	4	3	2	1
12. A mother must expect to give up her own happiness for that of her child.	4	3	2	1
13. Strict discipline develops a fine strong character.	4	3	2	1
14. Mothers very often feel that they can't stand their children a moment longer.	4	3	2	1
15. A parent should never be made to look wrong in a child's eyes.	4	3	2	1
16. The child should be taught to revere his parents above all other grown-ups.	4	3	2	1
17. It is very important that young boys and girls not be allowed to see each other completely undressed.	4	3	2	1
18. Children and husbands do better when the mother is strong enough to settle most of the problems.	4	3	2	1
19. The sooner a child learns to walk, the better he's trained.	4	3	2	1
20. A child has a right to his own point of view and ought to be allowed to express it.	4	3	2	1
21. A wise parent will teach a child early just who is boss.	4	3	2	1
22. Few women get the gratitude they deserve for all they have done for their children.	4	3	2	1
23. Children who are held to firm rules grew up to be the best adults.	4	3	2	1

	A	a	d	D
24. It's a rare mother who can be sweet and even-tempered with her children all day.	4	3	2	1
25. Children should never learn things outside the home which make them doubt their parents' ideas.	4	3	2	1
26. A child soon learns that there is no greater wisdom than that of his parents.	4	3	2	1
27. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	4	3	2	1
28. A mother has to do the planning because she is the one who knows what's going on in the home.	4	3	2	1
29. The earlier a child is weaned from its emotional ties to its parents, the better it will handle its own problems.	4	3	2	1
30. A wise woman will do anything to avoid being by herself before and after a new baby.	4	3	2	1
31. A child's ideas should be seriously considered in making family decisions.	4	3	2	1
32. Children need some of the natural meanness taken out of them.	4	3	2	1
33. Children should be more considerate of their mothers since their mothers suffer so much for them.	4	3	2	1
34. Most children should have more discipline than they get.	4	3	2	1
35. Raising children is a nerve-racking job.	4	3	2	1
36. Parents deserve the highest regard and esteem of their children.	4	3	2	1

	A	a	d	D
7. If a child has upset feelings, it is best to leave him alone and not make it look serious.	4	3	2	1
8. Sex is one of the greatest problems to be contended with in children.	4	3	2	1
9. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	4	3	2	1
0. A mother should make an effort to get her child toilet trained at the earliest possible time.	4	3	2	1
1. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	4	3	2	1
2. It is sometimes necessary for the parents to break the child's will.	4	3	2	1
3. Mothers sacrifice almost all of their own fun for their children.	4	3	2	1
4. Children are actually happier under strict training.	4	3	2	1
5. It's natural for a mother to "blow her top" when children are selfish and demanding.	4	3	2	1
6. There is nothing worse than letting a child hear criticisms of his mother.	4	3	2	1
7. Loyalty to parents comes before anything else.	4	3	2	1
8. A young mother feels "held down" because there are lots of things she wants to do while she is young.	4	3	2	1
9. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	4	3	2	1

	A	a	d	D
50. A married woman knows that she will have to take the lead in family matters.	4	3	2	1
51. A child should be weaned away from the bottle or breast as soon as possible.	4	3	2	1

APPENDIX D

SELF REPORT INVENTORY

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

SELF REPORT INVENTORY

Prepared By

Michael E. Blackmon

A Model Cities Project

Waco, Texas

1972-1973

Name _____ Grade _____ Race _____

School _____ Age _____ Marital Status _____

SELF REPORT INVENTORY

1.	I rarely get real mad	1	2	3	4	I get mad easily
2.	I have trouble staying with one job until I finish	1	2	3	4	I stick with a job until I finish
3.	My future plans are unchanged	1	2	3	4	My future plans have changed
4.	I don't like to work on committees	1	2	3	4	I enjoy working on committees
5.	I wish I were taller or shorter	1	2	3	4	I am just the right height
6.	I worry a lot	1	2	3	4	I seldom worry
7.	I wish I could do something with my hair	1	2	3	4	My hair is nice looking
8.	Teachers like me	1	2	3	4	Teachers dislike me
9.	I have a lot of energy	1	2	3	4	I have little energy
10.	I am just the right weight	1	2	3	4	I wish I were lighter or heavier
11.	The girls don't admire me	1	2	3	4	The girls admire me
12.	I am good at speaking before a group	1	2	3	4	I am poor at speaking before a group
13.	My face is very pretty (good looking)	1	2	3	4	I wish my face was prettier (better looking)
14.	I get along very well with teachers	1	2	3	4	I don't get along well with teachers
15.	I dislike teachers	1	2	3	4	I like teachers

16.	I am seldom at ease and relaxed	1	2	3	4	I am usually at ease and relaxed
17.	I feel unloved	1	2	3	4	I feel that I am loved
18.	My friends have deserted me	1	2	3	4	My friends have not deserted me
19.	I do not like to try new things	1	2	3	4	I like to try new things
20.	I have trouble controlling my feelings	1	2	3	4	I control my feelings very well
21.	I do very well in school	1	2	3	4	I do not do well in school
22.	I want the boys to admire me	1	2	3	4	I don't want the boys to admire me
23.	I think school is a waste of time	1	2	3	4	I think school is important
24.	I don't like the way I look	1	2	3	4	I like the way I look
25.	Money would solve all my problems	1	2	3	4	Money does not solve all problems
26.	I don't want the girls to admire me	1	2	3	4	I want the girls to admire me
27.	I am quite healthy	1	2	3	4	I am sick a lot
28.	I feel that I am not needed	1	2	3	4	I feel needed
29.	I enjoy doing individual projects	1	2	3	4	I don't like to do individual projects
30.	I like responsibility	1	2	3	4	I do not like responsibility
31.	It is easy for me to organize my time	1	2	3	4	I have trouble organizing my time
32.	I am poor at making things with my hands	1	2	3	4	I am good at making things with my hands
33.	I wish I could do something about my skin	1	2	3	4	My skin is nice looking

34.	I am not as smart as my classmates	1	2	3	4	I am smarter than most of my classmates
35.	I feel important	1	2	3	4	I feel unimportant
36.	The boys admire me	1	2	3	4	The boys don't admire me
37.	I enjoy being alone	1	2	3	4	I do not enjoy being along
38.	My clothes are not as nice as I would like	1	2	3	4	My clothes are very nice
39.	I like school	1	2	3	4	I dislike school
40.	I wish I were built like the others	1	2	3	4	I like my build
41.	I am a poor reader	1	2	3	4	I am a very good reader
42.	I do not learn new things easily	1	2	3	4	I learn new things easily
43.	I present a good appearance	1	2	3	4	I present a poor appearance
44.	I do not have much confidence in myself	1	2	3	4	I am full of confidence in myself
45.	I feel guilty	1	2	3	4	I do not feel guilty
46.	I feel unwanted	1	2	3	4	I feel that I am wanted

APPENDIX E

ACCEPTANCE OF OTHERS

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

ACCEPTANCE OF OTHERS

A Model Cities Project

Waco, Texas

1972-1973

Student Number _____ Age _____ Race _____

Marital Status _____ Grade _____ Date _____

Month of Pregnancy _____

ACCEPTANCE OF OTHERS

1. People are too easily led.

   Almost always 1 2 3 4 5 Very rarely

2. I like people I get to know.

   Almost always 1 2 3 4 5 Very rarely

3. People these days have pretty low moral standards.

   Almost always 1 2 3 4 5 Very rarely

4. Most people are pretty smug about themselves, never really facing their bad points.

   Almost always 1 2 3 4 5 Very rarely

5. I can be comfortable with nearly all kinds of people.

   Almost always 1 2 3 4 5 Very rarely

6. All people can talk about these days, it seems, is movies, TV, and foolishness like that.

   Almost always 1 2 3 4 5 Very rarely

7. People get ahead by using 'pull,' and not because of what they know.

   Almost always 1 2 3 4 5 Very rarely

8. If you once start doing favors for people, they'll just walk all over you.

   Almost always 1 2 3 4 5 Very rarely

9. People are too self-centered.

   Almost always 1 2 3 4 5 Very rarely

10. People are always dissatisfied and hunting for something new.

    Almost always 1 2 3 4 5 Very rarely

11. With many people you don't know how you stand.

Almost always 1 2 3 4 5 Very rarely

12. You've probably got to hurt someone if you're going to make something out of yourself.

Almost always 1 2 3 4 5 Very rarely

13. People really need a strong, smart leader.

Almost always 1 2 3 4 5 Very rarely

14. I enjoy myself most when I am alone, away from people.

Almost always 1 2 3 4 5 Very rarely

15. I wish people would be more honest with you.

Almost always 1 2 3 4 5 Very rarely

16. I enjoy going with a crowd.

Almost always 1 2 3 4 5 Very rarely

17. In my experience, people are pretty stubborn and unreasonable.

Almost always 1 2 3 4 5 Very rarely

18. I can enjoy being with people whose values are very different from mine.

Almost always 1 2 3 4 5 Very rarely

19. Everybody tries to be nice.

Almost always 1 2 3 4 5 Very rarely

20. The average person is not very well satisfied with himself.

Almost always 1 2 3 4 5 Very rarely

21. People are quite critical of me.

Almost always 1 2 3 4 5 Very rarely

22. I feel 'left out', as if people don't want me around.

Almost always 1 2 3 4 5 Very rarely

23. People seem to respect my opinion about things.

Almost always 1 2 3 4 5 Very rarely

24. People seem to like me.

Almost always 1 2 3 4 5 Very rarely

25. Most people seem to understand how I feel about things.

Almost always 1 2 3 4 5 Very rarely

APPENDIX F

SELF-ESTEEM SCALE

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

SELF-ESTEEM SCALE

A Model Cities Project

Waco, Texas

1972-1973

Student Number _____ Age _____ Race _____

Marital Status _____ Grade _____ Date _____

Month of Pregnancy _____

SELF-ESTEEM SCALE

1. I feel that I'm a person of worth, at least an equal plane with others.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

2. I feel that I have a number of good qualities.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

3. All in all, I am inclined to feel that I am a failure.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

4. I am able to do things as well as most other people.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

5. I feel I do not have much to be proud of.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

6. I take a positive attitude toward myself.

   1 _____ Strongly agree
   2 _____ Agree
   3 _____ Disagree
   4 _____ Strongly disagree

7. On the whole, I am satisfied with myself.

1 _____ Strongly agree
2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

8. I wish I could have more respect for myself.

1 _____ Strongly agree
2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

9. I certainly feel useless at times.

1 _____ Strongly agree
2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

10. At times I think I am no good at all.

1 _____ Strongly agree
2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

APPENDIX G

POSTNATAL INTERVIEW

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

POSTNATAL INTERVIEW

Prepared by

Michael E. Blackmon

A Model Cities Project

Waco, Texas

1972-1973

POSTNATAL INTERVIEW

This is an individualized interview which is to be conducted during the first six weeks after the birth of the child.

The interview should be held in a private and comfortable setting. The time designated for the interview is from fifteen to thirty minutes.

The main objective of this interview is to note attitudinal changes of the mother after the birth of the child. (The interviewer should note every response to each question.)

Student Number _____ Age _____ Date _____

Race _____ Grade _____ Date of Delivery _____

Marital Status _____

POSTNATAL INTERVIEW

1. Do you think the Preparation for Parenthood Program helped you in any way?

_____

_____

2. In what area did you receive the greatest help from the Program?

_____

_____

_____

3. Do you think the Preparation for Parenthood Program is a necessary and important one?

_____

_____

4. Why do you think the Program is (is not) necessary and important?

_____

_____

_____

_____

_____

_____

_____

5. (Interviewer: omit this question if the child did not live.)
Now that you have your baby, what problems can you foresee that were not covered by the Program?

6. Are there any particular areas in which you feel inadequate as a mother?

7. Do you think that you could have handled your pregnancy better or as well without the aid of the Program?

8. Why do you think that you could (could not) have handled your pregnancy as well or better without the aid of the Program?

9. Was the actual delivery of your child everything you anticipated it to be?

10. What was not anticipated?

11. Would you like to have another child?

12. Why (why not) would you like to have another child?

13. Tell me all the ways you think you have changed, due to the birth of your baby. (Stress attitudes.)

14. What are your goal for life or your plans for the future now that the baby is here?

15. (Omit if graduated.) Do you plan to return to school and complete your education?

16. (Omit if graduated.) How do you feel about returning to school now that you have a baby?

17. (Omit if graduated.) Would you rather attend a different school than the one in which you left?

18. (Omit if graduated.) Why would (would not) you rather attend a different school?

19. (Omit if graduated.) Does your child present any real problems to you, in terms of your returning to school?

20. (Omit if graduated.) What problems does your child present in terms of your returning to school?

21. (Omit if graduated.) Does it worry you that you can (cannot) be with your child during the day? Please explain why.

22. Have the reactions of your family toward you changed since the birth of your baby? If so, please explain.

23. Have the reactions of your friends toward you changed since the birth of your baby? If so, please explain.

APPENDIX H

STAFF INTERVIEW

WACO INDEPENDENT SCHOOL DISTRICT

Prenatal Continuing Education

STAFF INTERVIEW

Prepared by

Michael E. Blackmon

A Model Cities Project

Waco, Texas

1972-1973

STAFF INTERVIEW

This is an interview that is to be held at the end of each semester with each and every staff member.

The interview should be held by the Program Evaluator or Program Director, and should be administered in an objective manner.

The time designated for administration is from fifteen to thirty minutes in a private and comfortable setting.

Name of Staff Member _____

Specific Title _____

Area of Responsibility _____

Total Time Involved in Program _____

STAFF INTERVIEW

1. In what particular facet of the program is your greatest participation?

_____

_____

_____

2. Do you feel that you have adequate training and/or experience to function comfortably in that area?

_____

_____

_____

3. Would you rather work in another phase of the program rather than the one in which you are presently responsible? (If so, which one and why?)

_____

_____

_____

_____

4. What would you say your responsibilities are in reference to the program?

_____

_____

_____

_____

5. Do you have any particular difficulties carrying out your responsibilities? (If so, what difficulties?)

6. What do you think is the greatest area of difficulty as far as the program meeting its objectives is concerned?

7. Why is that objective or area more difficult to achieve than others?

8. What changes would you make in the program to make the objectives easier to attain?

9. What do you think is the strongest aspect or area of the program?

10. Why do you think it is the strongest?

11. What do you think is the weakest aspect or area of the program?

12. Why do you think it is the weakest?

13. What suggestions do you have toward making the weak area a stronger one?

14. What particular satisfaction do you receive from working with the Preparation for Parenthood program?

15. What particular dissatisfaction do you receive from working with the Preparation for Parenthood program?

16. Do you think the establishment of a good relationship between the staff and girls is more difficult or less difficult considering their pregnancy? (Compared to a normal school setting)

17. Do you feel you have earned the trust of the girls and thus established a good relationship? Please explain why.

18. In your opinion, what aspect of the program do the girls like most? (Why?)

19. In your opinion, what aspect of the program do the girls like least? (Why?)

20. Compare your feelings of accomplishment in the Preparation for Parenthood program with other past vocational responsibilities.